

Lexington and Concord: On the Threshold of Revolution

August 12 – 16, 8:30 a.m. – 3:30 p.m.

Instructors: Leslie Obleschuk, Chief of Interpretation and Education
Jim Hollister, Education Coordinator

Course Description

This five-day immersive content experience for teachers, based on Massachusetts Curriculum Frameworks, is designed to provide a close-up look at the people, the communities, and the events of April 19, 1775 that set America upon the path to nationhood. Using resources and techniques that bring history to life and encourage investigation : site visits, primary source materials, living history, sessions with historians, academic readings, and online resources, we will explore the human drama and complexity leading up to and beginning the American Revolution.

- Visit the places where history happened, including Minute Man National Historical Park and Boston National Historical Park
- Participate in presentations by expert historians
- Discover important primary source materials and online resources in the Massachusetts Historical Society for classroom use
- Experiment with learning historical content and developing new activities using Wineburg’s historical thinking benchmarks.
- Explore the colonial home, farming, and way of life in colonial Massachusetts (1770s)
- Develop new activities for students using primary sources, field trips, and living history
- Opportunity to receive graduate credit, PDPs, and Teaching Materials

Course Objectives

Participants will be able to -

- Describe examples of the ways in which ordinary people became the driving force behind the issues, decisions and actions that resulted in the outbreak of war at Lexington and Concord.
- List at least 3 reasons why Lexington and Concord became focal points for both colonial and British activities.
- Trace how the revolutionary views and actions of the people in Boston migrated to and were eventually surpassed by people living in the towns of the Massachusetts interior.
- See how the course of events in Boston and Lexington and Concord form a single historical narrative.
- Describe the role of print media and propaganda in shaping public opinion for and against the Revolution.
- See and explore the role of the physical landscape in the events of April 19, 1775, and how the rehabilitation of that landscape helps us to better understand those events today.

- Describe the people of colonial Massachusetts using examples of historical artifacts, clothing styles, home furnishings, weaponry etc. as evidence to document their conclusions.
- Explain the impact of the events of April 19, 175 on the events of the weeks, months, and years that followed.

Historical Thinking Benchmarks

Wineburg, Sam. *Historical Thinking and other Unnatural Acts*. Philadelphia: Temple University Press, 2001.

1. Analysis of primary and secondary sources.

For example, using primary and secondary sources on the experience of 19th-century immigrants, teachers can look for different points of view or bias (for instance, in comments by immigrants themselves compared to comments about immigrants by the press or politicians). Weighing the representativeness of certain kinds of sources such as diaries and considering a mixture of quantitative and qualitative (visual as well as textual) sources would be another important exercise on this kind of topic.

2. An understanding of historical debate and controversy.

Working on the diverse interpretations of United States involvement in the Cold War, for example, could focus the issue of how to sort out conflicting interpretations, including examining the ways different "sides" build their argument and adduce evidence.

3. Analysis of how historians use evidence.

For example, examining recent articles in leading historical journals in several different fields—political history, diplomatic history and social or gender history—would be a good way to look at different kinds of evidence but also to examine any patterns in the ways historians build arguments from evidence.

4. An understanding of bias and points of view.

This skill applies most obviously in assessing primary sources, but it is vital also in dealing with secondary accounts. Teachers can compare textbook treatments of controversial topics, such as slavery, and how they have changed over time, as a means of testing for bias or point of view.

5. Formulation of questions through inquiry and determining their importance.

There might be two ways to work on this aspect of historical thinking: first, take a work regarded as seminal, such as several of the path-breaking studies of slavery, and tease out which two or three major questions guided the work; or second, simply think through two or three questions about U.S. history that seem open-ended, not yet answered or even directly addressed, and discuss how their importance might be assessed.

6. Determination of the significance of different kinds of historical change.

For example, a teacher might take any 25-year slice of U.S. history, undoubtedly filled with new developments, and determine which two or three of these developments are the most important changes—and how these can be defended against other options, discussing, for instance, how other outcomes or changes are less likely given the initial conditions.

7. Sophisticated examination of how causation relates to continuity and change.

For example, how does one go about explaining the historic shift in the work patterns of married women in the United States in the 1950s and 1960s, which so dramatically altered women's lives and family structures? And how does one determine, amid such a striking shift, elements in women's roles that persisted—and why they persisted?

8. Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of values of that time.

For example, what aspects of the Federalist Papers seem particularly hard to understand in terms of current political issues and values, and how can we appreciate why they were important at the time? How can we appreciate why many parents tried to "break the will" of disobedient children, by isolating them in their rooms often for days, in the early 19th century—and how can we try to understand the impact of this experience on children themselves?

Course Expectations

Participants are expected to attend all sessions Monday through Friday as well as the follow-up session in the Fall. (Total hours of class time: 37.5) In the event of an unplanned absence, it is the responsibility of the student at the discretion of the instructor to complete all missed work. Participants will complete a final project consisting of one unit (3-5 lessons) using the historical thinking benchmarks and at least two of the following presented during the class: field visit to a historic site, historical artifact, primary source document, or living history. (details follow course agenda)

One grade will be deducted for any late assignments.

Every participant is expected to come prepared to participate in discussions and activities.

Course Agenda

August 12 Day one: Introduction to 1775

(Each day will begin at 8:30, coffee, refreshments, and orientation)

Morning Session, 8:30 – 12:00 Minute Man Visitor Center

- **8:30 – 9:30 Welcome and course overview**
- **9:30 – 10:00 View Road to Revolution**, This award winning, multimedia theater program gives an excellent introduction to the historic events of April 19, 1775.
- **10:00 – 10:30 Group discussion of Road to Revolution**
- 10:45 Travel to Hartwell Tavern
- **11:15 Who Were the Minute Men?** This 20 minute program will provide information about the citizen soldiers who fought on April 19, 1775. What is their background? How were they able to mobilize so quickly, engage and route a 1700-man column of British regulars? Were they really the "rag-tag" militia of popular memory?

Afternoon Session, 1:00 – 3:30 Minute Man Visitor Center

- **1:00 -2:00: Historian and author, Robert Gross (The Minutemen and Their World)** Professor Robert Gross will discuss the people of Concord, and how they came to take up the cause of the Revolution.

- **2:15 – 3:15 Historians Jayne Gordon and Kathleen Barker, Massachusetts Historical Society,** Jayne and Kathleen will share the primary resource material available from Massachusetts Historical Society’s online exhibit, *“The Coming of the American Revolution: 1764 – 1776.”*

August 13 Day two: Minute Man NHP and Concord Museum – Life before the war

Morning Session –Group will meet at Noah Brooks Tavern at 8:30 and then shuttle to Meriam’s Corner

- **9:00 – 11:00: *Shaping the Landscape: Agricultural Practices in colonial New England***
Dr. Brian Donahue, Brandeis University, will lead a walk through the historic Battle Road Trail, discussing family settlement patterns, land distribution and use during the colonial period.

Afternoon Session –Minute Man Visitor Center and Concord Museum

- **1:00 – 2:00 Tour Concord Museum with museum staff**
The Concord Museum will lead an interactive tour to explore the Museum’s revolutionary war gallery, colonial period rooms, and look at two examples of colonial craftsmanship. Using activities from two of the Museum’s school programs (Colonial Sampler and Relive 1775), teachers will investigate artifacts in a sketching activity, handle reproduction objects and participate in a discussion based tour.
- **2:30 – 3:30 If These Walls Could Speak, Whittemore House, Lexington – Polly Kienle**
Trace how Jacob Whittemore’s family grew and changed, using original documents and the very house they lived in. Participants will have the opportunity to explore the historic Whittemore House and landscape as they work to reconstruct the actions and motivations of the Whittemore family.

August 14 Day three: Boston field trip

Morning session: Meet at Minute Man Visitor Center, 8:30 – board bus to Boston, Faneuil Hall

- **9:30 – 10:30 Ben Carp – The Boston Tea Party**
Professor Carp will discuss the politics involved with this pivotal event of the American Revolution, why it happened and what were the consequences.
- **10:45 – 12:00 Freedom Trail® Tours: Allegiance to Revolution**
Description: Dumping 46 tons of privately owned tea into Boston Harbor set in motion a series of events that would lead to Great Britain’s loss of her American Colonies. Join a National Park Service Ranger for a walk along the Freedom Trail and meet the people who shifted the conversation from allegiance to revolution. Sites: Faneuil Hall, Paul Revere House, ending at the Old North Church.

Afternoon session: Beginning at Old North Church

- **1:00 – 1:45 Print media of the Revolution, Print shop of Edes and Gill, Gary Gregory**
The Printing Office of Edes and Gill is a re-created colonial era print shop. Through our living

history program we demonstrate the mechanics of printing revolutionary broadsides and newspapers as well as discuss the impact that the media of the day had on our rise to rebellion.

- **2:15 – 3:00 Tour of Bunker Hill and museum**

The Battle of Bunker Hill, fought on June 17, 1775, qualifies as one of history's most devastating "victories." The British Army succeeded in driving the rebels from their positions but at a cost of over 40% casualties. What impact did this battle have on future campaigns of the war? How was it viewed in the Colonial camp?

August 15 Day four: Exploring April 19th

Morning – Minute Man Visitor Center

- **9:00 – 10:00 Primary source workshop – contrasting points of view of Lexington**

The first shots at Lexington have always been a source of controversy even down to the present day. Why, after nearly two and a half centuries, are people still telling widely differing stories about what happened? This exercise in active reading will examine several sources, written and visual, relating to the fight at Lexington

- **10:30 – 11:00 Visit Lexington Green – landscape exploration**

What can we learn by visiting the site of a battle? Sometimes standing in the very spot where a group of combatants stood, seeing what they saw, can help us better understand the written accounts. During this visit to Lexington Green we will reconstruct the deadly encounter using images, first-hand accounts and the battlefield itself.

- **11:15 – 12:15 Visit Munroe Tavern. \$7.00 per**

Built in the early 1700's, the tavern is named for William Munroe, orderly sergeant of Captain Parker's minuteman company in 1775. Munroe served as tavern proprietor from 1770 to 1827. On the afternoon of April 19, 1775, the tavern served as the headquarters for Brigadier General Earl Percy and his one thousand reinforcements.

Afternoon - NBVC

- **1:45 – 2:45 Who Shot First?**

How do we know what we know? History, or how we perceive it, is constantly changing! Much of what we "know" about events of the past is based upon how different historians interpret these events through the study of primary resources. During this one hour program, participants will engage with actual first-hand accounts of the fight, from different perspectives, and seek to answer the seemingly simple, yet not so simple, question; "Who shot first?"

August 16 Day five: Minute Man NHP – Hands-on History

Morning Session - Hartwell

- **9:00 – 10:45 Why We Wear What We Wear and So What? Jim Hollister, Greg Hurley, Henry Cooke and Emily Murphy**, In the 18th Century, similar to today, you could tell a lot about a person by the clothing they wore. Unlike today however, in the 18th century one's credit was directly linked to personal appearance, and so even greater care was taken in being properly outfitted for a particular task or occasion.

- **11:00 –12:00 The British Regular and drill activity: Greg Hurley**
The soldier in the American Revolution is an often misunderstood character. Explore the myths and realities of the British soldier in America, why he joined the army, what his life was like, how he fought and adapted to conditions in North America. We will also participate in a drill activity and experience real battle tactics from 1775.

Afternoon Session - Hartwell

- **1:00 – 2:00 Rebels, Redcoats and Homespun Heroes/Exploring Lesser Known Stories:** This popular curriculum-based education program explores the history of the beginning of the American Revolution from multiple perspectives such as the often overlooked acts of heroism of patriot women and the racial make-up of the colonial militia. During the course of the program, the complexity of the American Revolution emerges as participants compare and contrast multiple points of view and the experiences and choices confronting people in 1775.
- **2:15 – 3:15 Colonial music:** Come and learn about the role of music in the colonies. Listen to some eighteenth century tunes played on a fiddle and find out about the social and military uses of music and dance. Have fun learning about history through the music of the time.

Faculty

Benjamin L. Carp, Associate Professor, Department of History, Tufts University

Robert A. Gross, James L. and Shirley A. Draper Professor of Early American History, Department of History, University of Connecticut

Brian Donahue, Associate Professor of American Environmental Studies, Brandies University

Jayne Gordon, Director of Education and Public Programs, Massachusetts Historical Society

Kathleen Barker, Assistant Director of Education and Public Programs, Massachusetts Historical Society

Jim Hollister, Park Ranger / Education Coordinator, Minute Man National Historical Park

Polly Kienle, Park Ranger, Scholar-in-Residence 2012 – 2013, Minute Man National Historical Park

Greg Hurley, 9th Grade History Teacher, Malden High School, NPS Volunteer, former Teacher/Ranger/Teacher, 2012

Henry Cooke, President, Historical Costume Services, Park Volunteer

Gary Gregory, President, Lessons on Liberty Inc/The Printing Office of Edes & Gill

Emily Murphy, Park Historian, Salem Maritime National Historic Site

Partnering Organizations

Concord Museum, Concord MA.

Lexington Historical Society

Boston National Historical Park, Boston MA.

The Printing Office of Edes & Gill, Boston MA.

Common Core Standards, Grade 3, English Language Arts Standards

- [RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- [RL.3.2](#) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- [RL.3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- [RL.3.5](#) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- [RL.3.6](#) Distinguish their own point of view from that of the narrator or those of the characters.

Common Core Standards, Grade 5, English Language Arts Standards

- [RL.5.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- [RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- [RL.5.6](#) Describe how a narrator's or speaker's point of view influences how events are described.

Common Core Standards, Grades 6-12 Literacy in History/Social Studies:

- RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Connections to the Massachusetts Curriculum Framework Standards

3rd Grade

Concepts and Skills

History and Geography

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.

3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.

Learning Standards

New England and Massachusetts

3.5 Explain important political, economic, and military developments leading to and during the American Revolution.

C. the beginning of the Revolution at Lexington and Concord

E. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere.

3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements.

E. political leadership...Paul Revere

Cities and Towns of Massachusetts

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life was changed. Draw on the services of the local historical society and local museums as needed.

5th Grade

Concepts and Skills

History and Geography

2. Interpret timelines of events studied.

Learning Standards

5.10 On a map of North America, identify the first 13 colonial and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.

5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.

A. Sugar Act (1764)

B. Stamp Act (1765)

C. Townsend Duties (1767)

D. Tea Act (1773) and the Intolerable Acts (1774)

E. the slogan, “no taxation without representation.”

F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)

5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.

A. Lexington and Concord (1775)

Grades 8 - 12

History and Social Science

- Explain how a cause and effect relationship is different from a sequence or correlation of events.
- Distinguish between long-term and short-term cause and effect relationships
- Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.
- Interpret the past within its own historical context rather than in terms of present-day norms and values.
- Distinguish intended from unintended consequences.
- Distinguish historical fact from opinion.

U.S. History I Learning Standards

- US1.4. Analyze how Americans resisted British before 1775 and analyze the reasons for the American victory and the British Defeat during the Revolutionary War.

- US1.5-C. Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts and important leaders from Massachusetts...The Battles of Lexington and Concord and Bunker Hill.

English

- **Understanding a Text:** Identify basic facts and main ideas in a text and use them as the basis for interpretation
- **Non-fiction:** Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.